DOCUMENT RESUME

ED 072 852 PS 006 316

AUTHOR	Wolotsky, Hyman; And Others
TITLE	Career Development in Head Start. Career Development Training Program. Part III: Adult Development and Adult Learning.
INSTITUTION	Bank Street Coll. of Education, New York, N.Y.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.; Office of Economic Opportunity, Washington, D.C.
PUB DATE	70
NOTE	85p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Counseling; *Adult Development; *Adult Learning; Career Opportunities; *Disadvantaged Groups; Expectation; Interviews; Motivation; *Nonprofessional Personnel; *Preschool Programs; Preschool Teachers; Program Descriptions; Resource Materials; Self Actualization; Self Concept; Teacher Aides; Vocational Development
IDENTIFIERS	*Project Head Start

ABSTRACT

The third booklet in the series Career Development in Head Start is designed to provide the career development coordinator and other Head Start personnel with a better understanding of adult development and how adults learn, thereby enabling them to counsel Head Start career aspirants more effectively. Transcripts of interviews with paraprofessional Head Start staff members from different racial, ethnic, cultural, and regional backgrounds are used as case examples to illustrate some of the elements of adult development and adult learning. Comments dealing with motivation, expectation, perception, and self-actualization are emphasized because they recur frequently. A discussion of developmental tasks and how adults learn and a bibliography are also included. (Author/KM)

ED 072852

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CAREER DEVELOPMENT IN HEAD START

CAREER

DEVELOPMENT

TRAINING PROGRAM

PART III: ADULT DEVELOPMENT AND ADULT LEARNING

PS 006316

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CAREER DEVELOPMENT IN HEAD START

by

HYMAN WOLOTSKY, CAROL-COE CONWAY MUELLER,
RODNEY L. ANDERSON, and HILDA ARCHER PILSON

CAREER DEVELOPMENT TRAINING PROGRAM
BANK STREET COLLEGE OF EDUCATION

PART III: ADULT DEVELOPMENT AND ADULT LEARNING

PS 006816

Prepared and distributed under a grant from
OEO pursuant to the provisions of the
Economic Opportunity Act of 1964,
administered by Project Head Start
Office of Child Development
U.S. Department of Health, Education, and Welfare.
Summer, 1970

• Program Staff

Rodney Anderson
Garry Barkow
Marsha Emerman
Kathryn Hooker
Angela Kochera
Fred Magee
Carol-Coe Conway Mueller
Hilda Archer Pilson
Anne Redman
Hyman Wolotsky

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Library of Congress Card Catalog Number: 77-125618

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A NOTE ABOUT THE CAREER DEVELOPMENT TRAINING PROGRAM

The Career Development Training Program was designed by Bank Street College of Education in response to the national need for leadership training in the career development component of Project Head Start. Two major objectives were outlined: 1) to develop three booklets to be utilized as training and resource materials by and for career development coordinators and other Head Start personnel providing counseling and training services in the career development area and 2) to train regional training officers as trainers of Head Start personnel responsible for career development in the centers.

The three booklets comprise the series, CAREER DEVELOPMENT IN HEAD START. They were conceived by the director of Bank Street College's Career Development Training Program, Hyman Wolotsky, and were written under his direction.

A week-long institute was repeated three different times during June and July, 1970 to achieve the training of trainers objective of the program. The institute series accommodated about 90 participants including some regional program officers in addition to the regional training officers. The institute faculty was composed of eighteen Bank Street College staff members as well as some consultants.

The Bank Street College Career Development Training Program was conducted under a grant from OEO administered by Project Head Start's Leadership Training Division.

ACKNOWLEDGMENTS

The staff of the Bank Street College Career Development Training Program extends its sincere appreciation to the following persons for their contribution to this booklet.

Garda W. Bowman	Bank Street College of Education, New York, N.Y.
Mildred Broffman	Bank Street College of Education, New York, N.Y.
Rebecca Chase Alone	Head Start Program, Kenel Center, South Dakota
Leona Claymore	Emergency Food and Medical Program Fort Yates, North Dakota
Luis Dumas	Bank Street College of Education, New York, N.Y.
Gretchen Eagleman	Head Start Program, Wakpala, South Dakota
Carolyn Elmore	Educational Alliance, New York, N.Y.
James E. Emerson, Jr.	Project Head Start, Washington, D.C.
Dolores Evans	Union Settlement Association, New York, N.Y.
Michael Fitte	Bank Street College of Education, New York, N.Y.
Theresa Frey	New York, N.Y.
Carmencita C. Fulgado	New York City Community College
Norka Garcia	Head Start Program, Hudson Guild, New York, N.Y.
Isabel Garza	Head Start Program, Trinity Center, Odessa, Texas
Elizabeth C. Gilkeson	Bank Street College of Education, New York, N.Y.
Susan Ginsberg	Bank Street College of Education, New York, N.Y.
Beverly Hall	Union Settlement Association, New York, N.Y.
Yolanda Hornedo	Bank Street College of Education, New York, N.Y.
John Hammar	Southeastern Vermont Community Action, Inc., Bellows Falls, Vermont
Virginia Jackson	Head Start Program, Pal Miccio Center, New York, N.Y.
Charles Jones	Project Head Start, Washington, D.C.
Gordon J. Klopf	Bank Street College of Education, New York, N.Y.
Geoffrey Lewis	Project Head Start, Washington, D.C.

Floyd Little Bear	Head Start Program, Kenel Center, South Dakota
Pearl Locker	Bank Street College of Education, New York, N.Y.
Necia Nembhard	Wayne State University, Detroit, Michigan
Delia Nieves	Educational Alliance, New York, N.Y.
Mary O'Neal	Head Start Program, Phillips Center, Milwaukee, Wisconsin
Gloria Praez	Union Settlement Association, New York, N.Y.
Blanche Saia	Bank Street College of Education, New York, N.Y.
Roxie Schuscke	Head Start Program, Kenel Center, South Dakota
Rebekah Shuey	Project Head Start, Washington, D.C.
Theodora Sklover	New York, N.Y.
Catherine Smith	Smithtown, L.I. Public Schools, N.Y.
Bernard Standing Crow	Head Start Program, Standing Rock Reservation, Fort Yates, North Dakota
Dolores Taken Alive	Head Start Program, Little Eagle Center, South Dakota
Clarence Taylor	Head Start Program, Parents for Leadership Action Now, New York, N.Y.
Gerry Wagner	Educational Alliance, New York, N.Y.
Ora Welch	Head Start Program, Hamilton-Madison House, New York, N.Y.
Robert Whittley	Project Head Start, New York, N.Y.
Hope Ynostrosa	Head Start Program, Brownwood Center, Brownwood, Texas
Dolores Yoakum	Head Start Program, Standing Rock Reservation, Fort Yates, North Dakota

INTRODUCTION

This booklet has been designed for the use of the career development coordinator and other Head Start personnel who provide supportive and counseling services to Head Start career aspirants. It has been written with the conviction that an understanding of adult development and how adults learn is a key to effective counseling.

Because theories related to human development are generally based on observations of what people say and do, we have interviewed paraprofessional Head Start staff members who come from different racial, ethnic, cultural, and regional backgrounds. We are using transcriptions of these interviews as case examples to illustrate some of the elements of adult development and adult learning. These case examples are not models; they describe what some new careerists are saying about themselves and their career development today.

While each interview is unique, some elements of adult development and adult learning reoccur in these case examples. These elements deal with motivation, expectation, perception, and self-actualization. We have identified and extracted these components of adult development and adult learning and have set them off in large type. This information is intended to serve as a lever for releasing the reader's reaction to this material and for him to use as a resource in subsequent discussions with his own program's career aspirants.

CASE EXAMPLES

"People need to be heard, they need to be listened to."

The first time I came to the center, I was fit to be tied. I had sent my little guy there so's I could get more sleep in the morning. The older kids dressed him and a friend took him. It was really great. But it hadn't taken them much time down there to change that boy. He was beginning to cut up at home, and that was exactly what I didn't need. So I went down in a rage to tell them that they'd better cut it out or I'd pull him out.

ANGER CAN ACTIVATE A PERSON.

When I stormed into the classroom all set for a battle, the teacher asked me to stay and watch for a little while and she'd talk to me later. That first visit was quite an eye opener for me. I saw my boy build with blocks and play with clay. I saw him run and climb and jump and laugh out loud. I saw him eat with a knife and fork. I'd never let him do that at home for fear he'd hurt himself. This was a new boy. His eyes were brighter, he talked more, he was somehow more alive, and I knew even before I talked to the teacher that this was better — that his being quiet as a mouse at home was because he was being overwhelmed by the others. It wasn't fair.

OBSERVATION LEADS TO UNDERSTANDING AND LEARNING.

I sure didn't need any more commotion than I had at home, what with the seven kids, and the welfare check that never came on time or in the right amount, and that husband of mine who never made the weekly payments, and the older boys who were always getting into trouble, and my father who never came out of his room except to get a bottle, and that lousy house we lived in, and all those kids. It really wasn't the little guy's fault, and I realized I shouldn't take it out on him. So I didn't take him out of the Head Start center.

Instead, after a while I started to go myself. Not that I thought there'd be anything there for me. Those gals who went there were just suckers. They'd take pushing around — but not me. I was a red-headed fighter and I wouldn't take any guff from anyone.

A PERSON CHALLENGES AND TESTS NEW SITUATIONS IN RELATION TO HIS PAST EXPERIENCES.

Well, after a while I discovered some things about that Head Start center. There were people there who cared, who were ready to listen. There was the social worker who helped as much as she could and then put me in touch with the Catholic Charities social worker, and there was the counselor and the Head Start director and the teachers. They treated me like a person, not just a grain in a bale.

A PERSON NEEDS TO BE TREATED WITH RESPECT.

With the help of the social work people, I began to be able to manage the bureaucracy. I learned how to deal with clerks at the welfare office and what to do when my husband didn't pay and who to talk to about the boys. The counseling sessions and the discussion groups helped me to understand myself a little better.

THE FEELING OF FRUSTRATION CAN BE LESSENED WHEN A PERSON CAN SPILL OUT HIS PROBLEMS TO SOMEONE OR SEVERAL PEOPLE WHO CARE AND LISTEN. TALKING ABOUT PROBLEMS CAN HELP TOWARDS UNDERSTANDING AND MANAGING THEM.

I began to take responsibilities at the center and started to work on some community projects. Like when we got a community meeting together on glue sniffing and got the police to crack down on the candy store keepers who were selling model kits to the kids and getting back the airplanes, but letting the kids keep the glue. I also worked with the committee which put together a booklet on the health services in our community. Working with other people and getting things accomplished, I started to have some good feelings about myself. I began to understand the children a little more too, and I tried to stop being so demanding and so stubborn.

WHEN A PERSON LEARNS HOW TO DEAL WITH HIS PROBLEMS HIS FEELING OF FRUSTRATION IS REDUCED. AS THIS HAPPENS, HE ALSO BEGINS TO HAVE A STRONGER REGARD FOR HIMSELF.

Even though things were better, everything was still awfully hard in the city; and when I got a chance to live in a house in the country, I took all the kids — bag and baggage — and my father and left to start a new life in a new place. The change of the neighborhood and the environment didn't quite make the magic difference I was looking for.

I was still bogged down with problems, but I wasn't as bitter and I didn't feel that it was everybody else's fault all the time. When one of the boys was arrested, I knew where to go for help. When the other boy was suspended from school, I went to the school people and tried to work with them to find a solution.

WHEN A PERSON CAN IDENTIFY THE PROBLEMS AND IS AWARE OF THE RESOURCES AVAILABLE, HE CAN SEEK HEL WITH CONFIDENCE AND UTILIZE IT WITH INDEPENDENCE.

When I first came to our new neighborhood, I applied for a job at the school. It turned out they needed a bus driver for the retarded children. I got my license renewed, and after about three or four weeks training I got the job. I loved the work, helping the kids and talking with their mothers. I really got to know the community and the people real well. I liked them, and they seemed to like me. After a while my supervisor suggested that maybe I'd like to be a social work aide since I seemed to be doing so well with people. I accepted and I was a social work aide for a year or so, and then I took the unit case worker test, and now I'm a certified civil service unit case worker. I really love my job, and now my supervisor suggests college. Wouldn't that be great!

One thing I know and I'll always remember: people need to be heard, they need to be listened to, because, you know, until I came to that center, no one ever listened to me — not even my mother.

A CHANCE TO TALK AND LISTEN TO OTHERS AIDS IN DEVELOPING UNDERSTANDING OF ONESELF AND OTHERS.

"I just came to make some money."

I am a teacher's assistant. I graduated from high school. I came to the Head Start center when I was eighteen. I was shy. I was very scared. I just came to make some money. I have two sisters and one brother. One sister is 23 years old. One sister is six. My brother is nineteen.

MAKING MONEY MAY BE THE ONLY FACTOR IN MOTIVATING A PERSON TO WORK.

When I first went into the classroom as a teacher aide trainee, I really was just a pair of hands. It took a long time for me to feel a part of the class and to really get to know the why and the what of it. I didn't know what I was. The labels and the work didn't go together.

A PERSON WHO DOES NOT UNDERSTAND HIS ROLE IN A PROGRAM WILL BECOME CONFUSED.

You see, the other aide was cleaning tables and such; I was working with children. Really different jobs, but I was getting the same pay. I wanted to quit. If you are not getting paid enough, you cannot enjoy your work.

AN ADULT EQUATES SALARIES WITH RESPONSIBILITIES. IF HE FEELS HE IS BEING TREATED UNFAIRLY, THIS FEELING WILL INTERFERE WITH HIS INVOLVEMENT ON THE JOB.

Working in the classroom is hard, but I enjoyed it. I was working with Puerto Rican kids, and I liked helping my people. When I worked with the first teacher, she included me in on the planning and she was the one who got me to understand many things. One thing was to do a lot of talking because she felt it was important to talk to the children all the time, to do everything with words. When we had a class team meeting I was very quiet at first because I'm a quiet one. And then, too, I wasn't sure what I was doing. I was just going along with everything, but I watched and I listened. Like I had never seen pre-school before. The children seemed just to come and do what they wanted. They would just come and play. But soon I learned that they were learning through their play, that the teacher was trying to help them. We had conferences and the teacher would explain the what and the how and the why and include us in on the thinking and that gave me confidence. I learned by doing and watching and listening.

AN ADULT IS MOTIVATED THROUGH A CONCERN FOR OTHERS. IN SITUATIONS WHERE THERE IS MUTUAL RESPECT, LEARNING FLOURISHES. SELF-CONFIDENCE IS ACQUIRED THROUGH OBSERVATION AND INVOLVEMENT WHICH INCREASE KNOWLEDGE AND SKILLS.

The next year I worked with a different teacher. I didn't like the way she worked. But that time I had ideas of my own. I didn't believe in the things she did. She did a lot of outdoor things. She didn't bring new ideas and things to develop. I found it boring. I think I really turned off on her; but now that I think of it, it was probably me as much as she. I was doing assistant teacher work, and I was being paid as an aide and I didn't like it. I suppose I matched better with my first teacher. There were always new things happening. There was change.

AN ADULT TENDS TO BE INFLEXIBLE AND IS SLOW TO ACCEPT NEW WAYS OF DOING THINGS. CHANGE IS OFTEN THREATENING.

Now I'm with my third teacher. I'm an assistant teacher, getting paid as an assistant teacher. And besides, I like the way she works. She is interesting and exciting — like my first classroom teacher. She depends on me. We talk about what we're going to do, and together we decide what to do. My role in the classroom is clear. My status in the classroom is clear. My pay is what it should be. The teacher and I are well matched. Which all adds up to a feeling of competence and comfort.

I don't like being imposed on. I'm very independent. I keep very much to myself and I won't talk about me to just anyone. My trusting and talking really started when I got to know the first teacher better and I could tell her what I thought. It was then that I realized that she was a person like me and that nothing was going to heppen to me if I criticized her ideas. Before that I just didn't bother. I just came to school; and besides, I felt she knew so much more than I did. Because I was unsure of myself and of what I was doing, I was very quiet; but then I found that I could talk to her. I think that's when the trusting started.

TRUST AND MUTUAL CONFIDENCE EVOLVE FROM SHARING OF THOUGHTS AND FEELINGS.

"I want to be able to give the best that I have."

I emigrated from Europe in 1949. In 1936, I was working in Gibraltar with refugees from Franco's war. I was a security police officer. I helped to take care of evacuees and to give them what was called social service. When World War II came, I was still with the British Security Force. They sent me to London in 1940, where I worked with Polish and Scandinavian refugees. Later I was sent to Scotland to set up camps for evacuees. From there I was sent to Northern Ireland to orientate families on how to take care of themselves, what their rights were, and how to adust to the English way of life.

When the repatriation began, I was sent to London and Bristol to work with the Ministry of Health. I returned to Gibraltar; and since I had completed my RN, I was placed in a hospital for TB patients. My father had been killed in a bombing of the War Office in London, and my mother and brother had emigrated to the United States. Because I loved my mother very much, my wife and son and I left for America so we all could be together again. When we got off the boat, a newspaper reporter took a picture of my son. It appeared in the New York World Telegram with the caption, "Here is a European coming to this country to make good." Fourteen years later he was on their staff.

I was here for two days when I got a job in a hospital as a practical nurse, which they called the equivalent of the British RN. Since I could not work nights with them, I got a job with a greeting card company working in the stock control room. Later, I became an efficiency expert with them. I worked six years with that company. I got interested in traffic control, so I got a job with a company and spent about ten years in that area until the company went out of business. After a ten month "vacation," I got a job with Head Start.

I had spent all my savings and I couldn't go anywhere else. A friend told me about an opening for a maintenance man in the center. I talked to the director when I came for the interview. I told him I didn't have any experience with maintenance and not to send me out with a

hammer and nail because I would ruin the wall. He laughed and said, "Are you willing to learn?" I told him, "To be honest, what I need is a job, but I am willing to try." That kind of work was not my bag. That was four years ago. I held that job for about a year and a half. During that same time, I worked in the after-school program taking children on walks, playing games with them, and visiting boys' clubs.

A PERSON OFTEN TAKES A JOB BECAUSE THE NEED FOR AN INCOME IS CRITICAL. THIS IS FRUSTRATING IF HE IS QUALIFIED TO WORK IN AREAS OTHER THAN THOSE HE IS HIRED FOR.

I became sick and was in the hospital for a month. When I returned to the center I could not continue as a maintenance man, so I started working as a teacher's aide. Ten months later, I had an accident and went to the hospital again. Again, I returned and because of my weight, my health would not permit me such strenuous activity. They put me on the switchboard. I held that job for five months and then became a family worker. Although I am still doing the same kind of work, I am now called a senior family worker. That title is based on our salary schedule.

A SERIES OF PERSONAL SETBACKS FOR AN ADULT SHOULD BE HANDLED WITH UNDERSTANDING. REALISTIC ADJUSTMENTS IN HIS WORK SCHEDULE WILL SUPPORT HIS SELF-REGARD.

I respected my first director very much. He made sacrifices, he had know-how, and his door was always open. Regardless of how busy he was, the parent and the child always came first in his day. We were establishing the center when I started. We had to go out into the community and find children. I was glad to be doing this since I had always worked with people who are in need. You find out — in different countries — how united they are and how they help each other.

A PERSON RESPONDS POSITIVELY TO A SITUATION WHEN HE RECOGNIZES THE COMMITMENT OF OTHERS. THAT RECOGNITION ALSO MOTIVATES HIM TO INVOLVE HIMSELF IN HIS JOB WHOLEHEARTEDLY.

Head Start is one of the greatest things that has happened in this country. Now a lot of poor people know about their rights, what to do and where to go. Many people are not interested in politics or they are shy because they do not know their rights. Our parents have learned which agencies they can go to.

Twenty-one years ago, at my first job in America, people asked me, "What are you?" I said, "British. I am a Gibraltarian." They said, "No, What are you? Guinea or Spik?" I was surprised to hear that kind of talk, so I said, "You are a human being; yet, you are asking me this when I am a human being, too? Do I have to be part of a certain group to get along?" That kind of thinking is shocking. I think Head Start is taking care of that with the children, because they are the future of America. People must forget the brand put on a person. The point of view that everybody is first an "American" has not yet been established.

I have been offered jobs outside Head Start, but there is too much to do in this community. I find myself fortunate to work with the people in this neighborhood. Even if Head Start folded or I got fired, I have gotten so involved in the community that I would continue to do what I am doing now. Not for the salary, but because I want to contribute something to them. It's true that we all want to get ahead in life, but there are some services rendered to people which are more important than personal concerns.

BECAUSE OF A DEEP CONCERN FOR OTHERS AND HIMSELF, AN ADULT MAY

STAY WITH A JOB IN WHICH HE IS OVERWORKED AND UNDERPAID.

I want to be able to give the best that I have. Additional training would help, but that's not up to me entirely. The center's administration has a lot to do with how that happens. I felt out of place as a maintenance man, but I did it to the best of my ability, which wasn't good, I can tell you! Getting involved with people was what I wanted. The only way I could measure my growth or "career development" is that I feel that I have contributed something to the parents and the center. I feel the career development of the parent and the community comes before my job, the administration or anybody else. My business is with people, but it is not a question of selling myself to parents. It is a question of communicating in Spanish.

A PERSON'S EFFECTIVENESS IN HIS ROLE CAN BE INCREASED WITH ADDITIONAL KNOWLEDGE GAINED THROUGH WELL PLANNED TRAINING.

Career development doesn't have to be money. Centers could eliminate some administrative positions which are five figure salaries that do not help anyone, anywhere, anytime — politically or otherwise. The director of a center doesn't have to be a professional. He could be a parent or a member of the community who has administrative skills.

In addition to my first director, we had another person who was deeply interested in the center and the people. She is a nationally known educator who was part of our team. She was very dedicated and she hasn't given up yet, even though she is retired. She struggled, not only in the center, but in the community. She was a great professional who loved what she was doing. She was a very good example to follow. Anyone who came in contact with her came out with more knowledge of their roles and themselves. She used to ask the staff, "What do you think of

the center? What are you contributing to the center?" If you couldn't come up with an honest answer, you realized how much or how little your contribution was.

AN ADULT NEEDS FROM TIME TO TIME TO EVALUATE WHAT HE HAS DONE.

I have always been very blunt about things when I have something to say. I believe that when you represent something or somebody, you must do it honestly and wholeheartedly. Even though I have held several jobs in the center, I don't think you could call what I have done career development. I had taken the job because I needed it. I don't analyze the situation of coming from maintenance man to family worker as career development. If I had never worked with people before, I could say that I have developed a career. There is no difference because I am still the same individual as when I came.

AN ADULT WILL EVALUATE HIMSELF, HIS ROLE, AND WHETHER SIGNIFICANT CHANGES HAVE TAKEN PLACE.

"First, it has to be a revolution, inside me, as a person."

My mother and father came to the United States in 1925. At that time it wasn't so bad for Puerto Rican families here. My family was already stabilized in the early '50s when the big influx of Puerto Ricans into New York City came about. My parents pretty much had a thing about calling very poor Puerto Ricans "Latinos" and Puerto Ricans who had made it, like Jose Ferrer, "Puerto Ricquenos." This shows in what light they saw most Puerto Ricans, as something that they didn't want to associate with much. So here I was, not relating to most other Puerto Ricans, including my parents.

My father is an extremely stern, highly nervous person and a tyrant in his ways toward my mother and her children. In my whole experience in relating with the Puerto Rican family, I began to understand what happened to my parents and to my older brothers and sisters. They were pretty much Americanized. They were really more American than they were Puerto Rican. My father related to the Daily News every day even though he couldn't read it very well, but he wouldn't buy the Puerto Rican paper. For a while I, too, felt hostile to Puerto Ricans. I was born here and I felt myself more American than Puerto Rican and I had been relating to the concepts that my mother and father had given me. I started realizing that I was pretty much alienated from the people I was supposed to be one of. It was a pretty uncomfortable, unnatural feeling—kind of unhealthy.

A PERSON'S SELF-IMAGE IS CONFUSED WHEN PERSONAL, PARENTAL AND CULTURAL EXPECTATIONS REGARDING IDENTITY ARE IN CONFLICT.

When I was eleven years old I was very attracted to a Puerto Rican family. I befriended one of the members of that family who was my age and who had been born in Puerto Rico. I related very strongly to that family for at least six or seven years. My mother and father didn't dig it too much. They didn't like me hanging out with poor people. They were

fearful of the people I was relating to. I thought it was beautiful. I felt very much at home with them, and I think I know the reason.

A PERSON SEEKS TO CRYSTALLIZE HIS SELF-IMAGE BY RELATING TO PEOPLE AND SITUATIONS WHICH ARE PERSONAL AND MEANINGFUL TO HIM.

I found myself, as I became a teenager, relating more to the black struggle in this country rather than the Puerto Rican struggle even though they're almost one and the same. I started looking at the things that Martin Luther King was doing, the whole non-violent movement and I started seeing through — the awareness of the plight of the black folk in this country. I finally came about to where I was at, after a very long time of a lot of bull, and I realized that I was neglecting a lot unconsciously. I feel more at home with myself now because I pretty much found out what I'm about, where my roots are; and it's almost like a rebirth, like I've really found myself.

WHEN A PERSON IDENTIFIES WITH A MOVEMENT (OR PEOPLE OR SITUATIONS) AND BEGINS TO PERSONALIZE IT, HIS OWN IDENTITY BEGINS TO EMERGE.

I graduated from high school with a general diploma. I disliked high school pretty much. After high school I went from job to job. I had a job on the road selling magazines. It was really like selling subscriptions to magazines. But that only lasted three or four days and I came back home. After that I got a job in the hospital in the operating room as a medical corpsman which is just sort of like an orderly. I stayed there for about four months until I couldn't stand it any more. We had a terrible supervisor. She was a real, real tyrant. After that I think I worked in the mail room of an insurance company, and in a travel agency, and then I worked in a bank at night. Mostly, you know, all nine to five jobs. After that I worked in the mail room of a movie company and then I worked for

a broadcasting company. After that job I pretty much decided I was never going to get a job in a big corporation again because those places are very inhumane places to work for. You find yourself living in a rut after a while. Nine to five, coffee break at ten and two, ties and jackets and clean shirts every day — pretty weird.

SELF-ACTUALIZATION AND CAREER DEVELOPMENT ARE FRUSTRATED WHEN A PERSON AND HIS JOB ARE INCOMPATIBLE.

About that time a friend of mine told me I could get into working with kids if I lied about going to college. I went to the professional state employment agency and I told them I had two years of college. They hired me, and I was substitute teaching at different day care centers for a period of several days. Then they assigned me to substitute at a Head Start center, which is where I am now. I was working with five-year-olds and I substituted there for two or three weeks. Then they hired me as a teacher's aide, and I finished that year off as a teacher's aide. Then I was rehired as an assistant teacher. The only way I could have gotten that job or even filled out an application at the state employment agency was to lie about college. It's now the end of the first year that I've worked as an assistant teacher.

A PERSON MAY RESORT TO EXTREME MEASURES IN ORDER TO SURVIVE IN A SYSTEM WHICH HE FEELS DISREGARDS HIS INDIVIDUALITY.

I've learned a lot about myself mostly through working with kids. Working with kids for me has brought back memories and recollections and feelings and attitudes that I had when I was younger, much younger; and everything seems to fit into place more. I now know more of where I'm from and what I'm about, and I feel like a fuller person.

A PERSON'S SELF-IMAGE BECOMES CLEARER THROUGH UNDERSTANDING

OTHERS IN SITUATIONS WHICH HE CAN PERSONALIZE.

I've also learned how to deal with people more and to communicate with people more. I've learned that I can work well with people. I saw that when I was a substitute teacher, when I was a teacher's aide, and when I was an assistant teacher. I was treated pretty much the same way in all those three positions. I was looked upon with respect by the group teacher.

The group teacher and I work well together. We talk to each other about how we think about things and how we feel about things. The teachers let me know I was needed in the classroom. I'm bringing something to that classroom; and, besides, it's good to have a male in the classroom. This makes me feel very comfortable. The teacher and I have a feeling of mutual respect.

AN ADULT NEEDS TO KNOW THAT HE "IS NEEDED." MUTUAL RESPECT RESULTS FROM OPEN AND HONEST INTERCHANGE OF IDEAS.

And yet, I think it has to be first, with me, a personal revolution, a revolution inside me, as a person. I have to personalize this revolutionary consciousness. I want to be as different from what I would have become if I had related to the United States and to New York City and accepted as possible all its values and goals for people.

This is what I hope to do with the next couple years of my life and I really hope it works. I plan to go back to Puerto Rico and live there for a while. I want to see what living in Puerto Rico does for my head. I think it's going to have a purifying effect.

A PERSON SOMETIMES MOVES INTO NEW SITUATIONS IN ORDER TO DISCOVER HIMSELF AND TEST HIS BELIEFS.

"We feel like we're standing still."

I have worked with groups, and that's mainly what I like. I have done individual casework, welfare problems, housing problems, and just plain talking to people. Working with groups is a task, and there is a special skill you have to learn which right now I haven't. Put it like this: I would have to go to school to train. Mainly, it's just knowing people, liking people, and understanding people. Once you have this — it's not an easy street — you have it halfway made. The other half is going to school, getting the book learning and things like that.

LIFE EXPERIENCE AND TRAINING SKILLS MUST BE SUPPLEMENTED WITH TECHNICAL KNOWLEDGE IN ORDER TO DO THE BEST POSSIBLE JOB.

I've been a family worker for about two years. I have worked as family assistant for about two months now. Since I've been here, I've really gotten to like it. I don't like to use the word "help," but you really can become a help to people. To "help" seems like you're giving them something and you're not, and they're not really asking for it. I would rather use "resource person." When you say, "I'm your Social Worker and I'm here to help you," a lot of people in this community will say, "Well, here you're coming to change my life and what can you do for me?" So I am able to work and can be a resource person to other people.

WANTING TO DO SOMETHING FOR OTHER PEOPLE IS A STRONG MOTIVATING FORCE. WHEN A PERSON SEES THE RESULTS OF HIS EFFORTS, HE BEGINS TO FEEL CONFIDENT IN HIS OWN ABILITY.

Before I started working here I worked at a bank, went to business school for six months, and then worked as a clerk at an employment

office. That's where I started to begin to work with people. I worked with groups of people at our church, at a nursery school, and helped form a food co-op; and I used to do a lot of fund-raising.

Right now my main job is working with employment for the parents at the center. I am making contacts with different agencies like where to get a job or I write to different places and ask them if they need people. I've been working on that a year and I've gotten maybe five or six people actual jobs.

There's a lot to social work. You have to be dedicated to it and you have to have field training; and now, on the other hand, I need the book learning. So this is what I'm really missing. Fortunately, I had a supervisor, and she was a professional social worker. She was very good to me and she supervised me a lot. We used to have in-service training which helped me working with people, groups and individual case-work. If I came up with any problems, the social worker was right on hand. She took me to all the meetings that she went to since I was going into this particular field. We had training meetings, we had workshops, and we had to survey agencies that are supposed to service housing and things like that.

AN ADULT WHO WORKS EFFECTIVELY IN HIS JOB SEES HIS ROLE AS REQUIRING DEDICATION, EDUCATION AND FIELD TRAINING, AND EXPERIENCE.

I only went to school up to the twelfth grade; so, I have to get my high school diploma. I can still go to a university here in the city without it, but I will have to have it before I graduate the course. English is my weak subject. I do have office skills and maintain my skills here. I do my own typing. I hope to get a degree in social work but mainly in community action or those areas.

We used to have a psychologist and we used to talk about case histories and attitudes of people, and that was a help for me. When I was at the university we had a course on that, and that was very helpful because you study the establishment's way of thinking that people are lazy or that people do things because they are lazy. There we were taught attitudes of people, and we realized that maybe people do have a hangup. You find out that people have different needs; so, this helps you with your attitudes. You don't condemn a person because he does something. It helped me in the beginning. Like when a parent came to me and said, "I can't do it," I knew enough not to say, "Well, I did it, why can't you?" Everybody is different.

ATTITUDES REGARDING ONESELF AND OTHERS CAN BE CHANGED, AS ONE RECOGNIZES DIFFERENCES AMONG INDIVIDUALS.

We had lectures, we had workshops, we had case studies, we had interviews at the university. You get more out of a lecture than reading a book or paper. This way, everybody was sharing ideas and giving information which helps you get different ideas. I go to school at night now. I don't know how I'll be able to do it next year because my kids are getting older now.

AN ADULT LEARNS MORE EASILY WHEN HE GIVES AND SHARES INFORMATION. HE FINDS TALKING ABOUT THE WORK IS AN EFFECTIVE LEARNING EXPERIENCE.

When I was in the Department of Public Welfare I had an investigator and, I'll tell you, he really put a lot of belief in me. He's the one who sent me off to business school. He really pushed me. Now I've

got a supervisor, and she shows me the methods of welfare work. I think it was the people behind me who knew that I could do more than I thought I could. They were there to reassure me. They gave me encouragement in things that I could do.

MOTIVATION CAN BE SUSTAINED THROUGH THE TRUST AND SUPPORT PROVIDED BY COLLEAGUES.

I feel that I have learned, and will keep on learning; I really want to be in Head Start where a person can be actually moved up. But it seems like it'll never be that way. It seems like they keep on saying, "Yeah, yeah," about career development and supplementary training; and there might be one or two who believe it. But most of the others think it's knocking their profession.

The teacher goes to school for four years and somebody comes in like off the streets, someone from the community, and she is hired as a teacher's aide. Within three years she moves up and becomes acting teacher. The teacher really doesn't like it, you know. We went to a meeting one time and everyone was saying how great the family assistants were doing and they should be moved up; and this fellow, a social worker who had just come out of school, said, "You mean to tell me I went to school for six years and someone else can come along and do my job? Uh-huh. Nope." I respected his judgement. It's one thing to talk about it, but you don't see it happen. It's going to take a lot of time to do it. We feel like we're standing still.

A PERSON BECOMES CYNICAL AND FRUSTRATED WHEN STANDARDS FOR TRAINING AND PROMOTION ARE CONFLICTING.

"I've come a hell of a long way in four years."

I've come a hell of a long way in four years. Before I started with Head Start I had no image of myself at all and no hope. I was on welfare, had a broken marriage, and I was just like a vegetable. Head Start showed me that I did have something to offer, that I could do something, that I was good for something.

I lived in the same building Head Start was located in, and when they opened up I went down there and bugged them for a job. I just bugged them every day until they hired me. I think just working made me feel like a different person, made me feel better about myself.

A POOR SELF-IMAGE CAN BE
CHANGED IF A PERSON IS GIVEN
A CHANCE TO USE HIS TALENTS.

A lot of good things have happened to me since I started to work. They found out I was very good at it, and I was encouraged to go on. They promoted me to an assistant teacher. Last year there were two assistant teachers, and we had our own class. We worked together.

A MOTIVATED PERSON WHO IS GIVEN A
CHANCE TO PUT HIS IDEAS TO WORK
WILL HAVE AN IMPROVED IMAGE
OF HIMSELF.

It was just an experiment, and it went very well; but they couldn't do it this year because somebody objected because neither one of us had any kind of degree at all. At first I was very angry and said, "What do you mean? You've had me doing a job for a year and told me I was doing an excellent job." They kept bringing in people to observe. Everybody kept telling me what a good job I was doing last year. If I had been promoted, it would have given me some incentive.

WHEN AN ADULT FEELS HE HAS BEEN USED UNFAIRLY, HE BECOMES ANGRY AND FRUSTRATED.

I went to a university for just about a year. I got bored with it and had family problems. So I dropped out. It's hard going back to school unless you're really stimulated by something. Some of the courses I liked. I liked psychology and seminars that we had in early childhood development. That's what I was interested in. We talked about early childhood which is our field. Others I just didn't have any interest in — like sociology. Most of it was telling me why I am poor, or just a review of things I've lived with all my life and I was very bored by it.

AN ADULT REJECTS LEARNING WHICH IS NOT CONCRETELY RELATED TO THE JOB.

I also work as a counselor at a community center three nights a week. I have a group of eight- and nine-year-old girls, and now the staff is after me to take a teenage group. I have no formal background in this, but I know I am very good. I have two boys of my own, and it's very hard to make my salary stretch. That's why I have a second job for fifteen hours a week, but even that's no money. I am the mother and the father in my family.

Up until September we had a male director in our center. He helped me alot. He was the one that got me the promotion. He's the one who got me the second job that I have now. He was just the kind of guy you could talk to when you were in trouble. He's the one who first noticed that I have a gift with children. Anything that was to be gotten out of this Head Start program, I was always the first to be given the opportunity. I can say that of all the good things that have happened to me, he's been involved. I think a good director is someone who is really interested in a career development program. One who is really interested and really trying to get the most for the people who are working at it.

A STAFF MEMBER NEEDS SUPPORT AND ADVICE FROM THE OTHER STAFF MEMBERS HE WORKS WITH. THE ASSISTANCE HE GETS FROM OTHERS WILL HELP HIM TO IMPROVE HIS SELF-IMAGE AND TO WORK UP TO HIS POTENTIAL.

I never thought I would be able to work with children. I had always been trying to get away from children. I just needed a job. I think once you begin to work with children you can't help but love them. I really would like to go back to school to become a teacher. If there were some kind of salary increment for people taking classes, then they would have more incentive, because it's really hard when you have a family and a job. There has to be a way. They all have guidelines, they all have budgets; and there must be some way to do it, and it can be done. I don't know how. Unless I go back to school, I see no development or growth in my role.

CONCERN FOR OTHERS MAY BECOME THE MOST IMPORTANT FACTOR IN THE JOB COMMITMENT OF A MATURE ADULT.

It's fun watching kids learn. I always get a big charge out of seeing that I taught something. It's a lot of hard work and it takes a lot out of you — recognizing children's problems. Sometimes you're stymied as to how to get to a child. We have an education director, and at one point we had a psychologist. But you are more or less on your own. You can throw the question out and get feedback, but you more or less make your own decisions. It's really up to you.

A PERSON UNDERSTANDS HIMSELF AND OTHERS BETTER THROUGH WORK EXPERIENCE, TALKING, AND TRAINING.

HE ALSO NEEDS A CHANCE TO TEST IDEAS IN REAL SITUATIONS.

There are times when I've gotten very frustrated because there were problems I really couldn't cope with or couldn't handle. There are no easy recipes. I can see that. I don't think that I've ever really had the help that I've asked for. Like, "I've done this and this and this — now what did I do wrong?" Maybe I'm being unfair because there are no cut and dried answers to early childhood education. Whenever we went to the psychologist we'd talk, and he'd say, "Well, how do you feel about the child?" He'd get us to talk about our feelings about the child. He worked with the staff just like he worked with the children, because, I mean, the staff had a lot of problems.

We have a white and black thing going on here right now. We've never had one before. We've got more blacks on the staff than we've ever had. The staffing is more effective because it's what the community wants, and they can relate better to the black teacher than they could with the white. But we do have personality problems. I don't know about one particular person. It's not just a white-black thing. She seems to have a chip on her shoulder. She has no tact, she doesn't know how to reach people. Otherwise, all the groups here have very good relationships. They pair us off scientifically, like a strong aide with a weak teacher. They sit down for days and it usually comes out right.

WHEN A PERSON UNDERSTANDS HIMSELF, HE IS MORE APT TO UNDERSTAND THE PROBLEMS OF OTHER PEOPLE.

The most exciting eight weeks I have ever experienced was a training program at a university here in the city. We had a terrific instructor. She made you talk. She made you think. She's another person that sort of showed me the supposed gift that I have. We had ea[illegible]y child-

hood, a couple of sessions on arts and crafts, and then we had in-service training at different centers which made a whole lot more sense to me than what's happening with the program they have now. I worked with ten different centers and I got so much more from that than going to lectures. We had something to learn from each teacher. They all teach different. We could all find ways of doing things.

AN ADULT LEARNS THROUGH OBSERVATION, INTERACTION, AND PERFORMANCE IN CONCRETE SITUATIONS.

That whole eight weeks was a very stimulating thing. This instructor made you think. All things just sort of popped out of your head. I would like to see the day when I can have a classroom with children and have that feeling that she had in that group of adults. It was just a beautiful thing. Everybody loved her.

AN ADULT WILL ADAPT AN EFFECTIVE LEARNING EXPERIENCE TO HIS OWN WAY OF WORKING WITH PEOPLE.

"I feel it should be my husband who should be working."

I have a problem. I don't feel I should be the one working. I feel it should be my husband who should be working and supporting the family. I was married some 23 or 24 years ago. I've had ten children. Three are out of the home because they're over eighteen, and I still have seven at home.

CULTURAL PATTERNS MAY PRESENT PROBLEMS WHEN THERE IS A VARIATION FROM USUAL FAMILY ROLES.

When we lived in Minneapolis I did factory work and most everything in between babies. When we came out to the reservation twelve years ago I didn't do anything because there was nothing to do. At that time a dam where a lot of Indian land was going to be flooded was being built. My husband got a job in a town just off the reservation and worked there three or four years. He made good money then; so, I didn't worry about finances or how we were going to eat or be clothed. Everything was all right. When the dam was finished there was nothing to do. We relied totally on general assistance. Then this Head Start came.

I was selected to be a social service assistant. I was surprised because I'm not Sioux. I am a Winnebago from Wisconsin. We met there when we were both working, and my husband wanted to come home; so, I followed him. Like Ruth and Naomi, "Where you go, I go" — that sort of thing. It was a bad move, I might add. I took the job reluctantly because at that time I had a seven-month-old baby. I said I would do it because this meant a job that we hadn't had before.

AN ADULT OFTEN MAY TAKE A JOB SIMPLY BECAUSE HE NEEDS MONEY TO CARE FOR HIS FAMILY EVEN THOUGH THE JOB HAS LITTLE OR NO APPEAL TO HIM.

I went directly to a workshop at the university and I was afraid. The idea that "I have this job now" made me afraid. The first person who heard I had this job walked up to me in town and said, "Oh, you're going to have a lot of enemies." It's this thing of "social workers are supposed to be snoopy people, trying to get a lot of information out of people;" and that scared me and it still scares me today because many times I think of it.

ANY ADULT APPROACHES NEW LEARNING AND A NEW JOB WITH ANXIOUS AND INSECURE FEELINGS ABOUT HIS ABILITY TO LEARN.

As it was, I didn't run into any trouble. Of course, there was static off and on. There's so much prejudice here from whites and Indians. I learned what discrimination was when we came out here from Minneapolis. Nobody in the city looked down on you because of your skin. Anywhere you went in the stores, the employment office or wherever — you were treated just the same. They treated us all alike. When we came back to the reservation, I couldn't believe it because I hadn't lived with it. It's bad when people don't trust you. We have alcoholism problems here. The employment situation here is bad. There is nothing for anyone to do here; so, why enjoy your poverty sober?

This Head Start has given me bread and butter on my table for one thing, but I think this is secondary. If you have worked for years for this Head Start program and you're getting all this education, you grow to love the children; and that money doesn't actually mean anything anymore. It helps, but when you look at those kids you get to understand them and you get to understand each and everyone and their problems. When we make home visits we know where the problems exist. We have learned educational tools.

WHEN A PERSON BECOMES FAMILIAR WITH HIS JOB AND GAINS A BETTER UNSTANDING OF HIMSELF AND OTHERS,

THE SALARY FACTOR LOSES SOME OF ITS IMPORTANCE. THE OBJECTIVES OF THE JOB MAY THEN BECOME THE MOST IMPORTANT MOTIVATING ELEMENT.

Do you know, with the eighth grade education that I had I must have had pretty good instructors way back in 1940 or something like that! I don't know when I first started school. I can't remember that far back. I caught on pretty good. I could understand.

AN ADULT WHO HAS BEEN OUT OF SCHOOL FOR SEVERAL YEARS FINDS HE CAN RECALL MUCH OF THE KNOWLEDGE HE ACQUIRED WHEN THERE IS A NEED TO USE IT.

When they started talking about career development I decided it's a good thing if things work out for you at home. Those who wanted to were going to be sent away for a college education. At that time I still had all my children at home and I didn't think I could really do it. We've never been separated for any length of time except when I was seriously ill or in the hospital to have a baby. When something like this comes up we call a little council meeting of our own. One day I said I was going to call a meeting. I said, "I am going to the university;" and they said, "What are we going to do?"

A CONFLICT BETWEEN RESPONSIBILITIES TO HOME AND SUPPLEMENTARY TRAINING IS AN ADDED PROBLEM FOR THE ADULT LEARNER.

At that time the Head Start director had a program called "Operation Cross Culture." So I sent three children away for a summer vacation through that program, and my oldest daughter babysat with the rest. So it worked out. If the family at home had money, they would come

after me for the weekend. I was 455 miles from home. They were short weekends, but I enjoyed it because it helped the family morale — and mine, too, — to know that everything was all right. This was hard. It's too far away for one thing; and, another thing, I was worried about the children. As it was, nothing did happen.

A CONFLICT BETWEEN HOME AND INDIVIDUAL CAREER DEVELOPMENT CAN BE SOMEWHAT RESOLVED WITH THE ASSISTANCE OF INTERESTED AND CAPABLE PERSONS.

The director and social worker encouraged me to go. The Head Start program offered adult education classes so I could get a GED. It is no secret anymore, now that I have passed the test, that I never looked at the book. I went through the spelling in the book we were supposed to study, and that was all. I had good intentions of studying, but it probably was a good thing that I didn't. I passed, so I was a high school graduate or the equivalent to it. To me it didn't really mean anything, but I guess it does. I went to the campus at the university and studied child development, early childhood education, and things like that.

SUPPORT FROM COLLEAGUES AS WELL AS USING "THE SYSTEM" TO HIS BEST ADVANTAGE AIDS IN AN ADULT'S CAREER DEVELOPMENT.

Now I have completed a year of college. My oldest son is a sophomore in college. My next son is a freshman in college. I've gotten knowledge in working with the children and I don't know what I would do if I ever left the program. Sometimes I feel like throwing my hands up in the air. But I can overcome many of my problems.

THE SPIRIT OF MOTIVATION IS CONTAGIOUS. IT STRENGTHENS A PERSON'S BELIEF IN HIMSELF AND WHAT HE CAN DO.

"At least one of my kids wants to go to college."

I am a teacher's aide and I really never thought I would be one. I have five children — ranging from ages eleven to six. I can remember four years ago when the Head Start teacher stopped me in the street and she wanted me to bring two of the children to the Head Start center. I said yes; but, you know, I just didn't want to be bothered — it was too much trouble. I really hardly went out at all.

Well, one day two teachers came to the door; and I said the kids weren't ready. So, they said they'd help. It turned out one of them was from my home town, and we talked as we worked. They took the ironing board out and they started washing the kids and they helped me get them ready and they took them to school; and me — and I went back to bed with the littlest one. I just couldn't seem to organize myself into getting the two kids to the center. Besides, we lived so far away. Anyway, the director of the school would stop for the kids every morning and take them to school.

A PERSON WITHDRAWS WHEN DAILY PROBLEMS BECOME TOO HARD TO HANDLE. HE MAY ISOLATE HIMSELF AND HIS FAMILY. SUPPORT AND ENCOURAGEMENT CAN HELP HIM MOVE TOWARD COPING WITH HIS PROBLEMS.

Somehow I never really felt very good those days — I was always so tired, so tired. I had no pep and no energy. I didn't ever want to go anywhere. One day I came to school for some reason or another and met one of the other mothers, and we talked and we had coffee; and it began to seem like a better thing to do than just sit home with the four walls. So, I began to come to the center more often, and I did some sewing, some drawing, and I did some talking. There were these group discussions. At first I mostly listened, but after a while I started to talk to. I wrote a little for the paper the parents put together, and I liked seeing my name in print. Then I was elected vice-president of the parent group, and then I was elected to be on the policy advisory committee. By this time I was coming pretty regular to the center.

BEING EXPOSED TO NEW ACTIVITIES AND PARTICIPATING IN DISCUSSION GROUPS INCREASE SELF-AWARENESS AND HELP TO IMPROVE REGARD OF ONESELF AND OTHERS.

Then came the Head Start crisis — you know, in 1967 when they were holding up the funds. It looked like there wouldn't be a center for me and the kids. That did it! This I would fight. We all got real busy going to meetings, picketing, and writing letters. I got so brave I even talked into a microphone. Then when we went to Washington to protest, I was the one they pushed to ask questions of the senators we met. I did and was I proud! I felt good about myself.

A CRISIS SITUATION CAN MOVE AN ADULT INTO DEEPER INVOLVEMENT AND INTO DISCOVERING RESOURCES HE NEVER REALIZED HE POSSESSED. HE BEGINS TO HAVE BETTER UNDERSTANDING OF HIMSELF AND HE IS ABLE TO FIND A CLEAR ROLE AND DIRECTION TO TAKE IN HANDLING THE CRISIS.

It was about then that I figured I'd try to make some money. I went over to a day care center to find out how to go about it. They gave me some tests, and everything was okay except the math. One of the people there said she would tutor me in math. But what really happened was that I went there, and they gave me the problems, and I took them home. And what I did was take one of my boy's math books, because, you know, those problems were sixth grade problems. Anyway, I just figured out how to work them and I did them over and over again and then I went back and I got more problems because I wanted to pass that test. And I did!

A SENSE OF ACCOMPLISHMENT AND SATISFACTION FROM BEING INVOLVED

MOTIVATE AN ADULT TO TACKLE NEW SITUATIONS AND TRY OTHER EXPERIENCES.

They sent me to be interviewed for a job with the telephone company, but the lady there said, "We're not interested. You've got five kids. I don't know who's going to take care of them and I can't use you." She also said, "If your mother lived in the house, it would be okay." My first reaction to her was she was prejudiced because, you know, I'm black. I really got angry at that lady. When I got home and told my husband, he said, "Hm, I guess you're going to sit down and not do a thing about it." When I spoke to the lady at the day care center, she said, "You can't just not do anything about it." When I spoke to the parent program coordinator at our center, she said, "You're really going to do something about it, aren't you?" Deep down, I really knew I needed to go back. I just couldn't let the woman at the telephone company get away with it. It was hard. I needed to have my husband push, I needed the social worker's phone call and letter, and the counselor's confidence to get me there, but I went. Once I did go back and face her again I felt I had accomplished something. But I didn't take that job. You know, as I look back I really don't think it was prejudice; she just didn't understand that my kids would be cared for through the day care program.

WHEN A PERSON LEARNS TO UNDERSTAND HIMSELF AND FEELS COMFORTABLE ABOUT HIMSELF, HE BECOMES MORE FLEXIBLE IN UNDERSTANDING AND ACCEPTING OTHER PEOPLE.

At that time I heard there was an opening at a bank and I went to work there as a check inscriber. The training there was mostly on pretend machines. They just kind of stood over you and watched you and made sure you were doing the right thing. But they were understanding; and when there were things I had to memorize and I wasn't quite able to do it, the lady there gave me a piece of paper and set out the memory things, and after a while I was able to remember the whole thing.

AN ADULT LEARNS BY PRACTICING THE JOBS HE IS BEING TRAINED FOR AND NEEDS SUFFICIENT TIME FOR SUCH PRACTICE.

But it was night work, and I was always tired; and, so, it wasn't too long before I had to give that job up. Somehow, I always found time to come back to the Head Start center, where I was comfortable, where people knew me. It was around then that a personnel committee was established there and I applied for the job of office aide — a part-time job. I sat at the front desk and I did some filing and I worked at the switchboard. I had learned to work the switchboard just by watching. I watched about two weeks, and then one day somebody said, "You'll just have to take it." I did and I was pretty surprised, but I was able to work it.

AN ADULT LEARNS BY OBSERVING AND THEN DOING THE THING HE HAS OBSERVED. SATISFACTION IN ACCOMPLISHING THE TASK RESULTS IN AN IMPROVED SELF-REGARD.

One morning when I was sitting at the receptionist's desk, the director of the school asked me if I would go into one of the classes for an hour. I had never been in any of the classes. I didn't want to be with the children in the classrooms. However, that day I went. She asked me to do it, and I did it. And then another teacher asked for me on another day, and another, and another. And I said to myself, "Gee, I must be doing something right!"

WHEN OTHERS SHOW FAITH AND CONFIDENCE IN AN ADULT'S CAPACITIES, HE GAINS GREATER CONFIDENCE IN HIS OWN ABILITY.

When I went into the classrooms for the short periods of time, I just went in and looked around and found something to do. The first time I went in I saw some of the little girls in a doll corner. So, I went over there and started working with them, cleaning up a little bit, just being around. Another time there was paint and paper and paste, and I looked up and saw that there was collages on the walls. So, I started them on collages — something like what we had done in the parents room too. And I enjoyed it.

Now I am a teacher's aide and I'm part of the classroom and I'm part of the conferences and the planning. The teacher asks me, "What shall we do? What do you think about this or that?"

AN ADULT ADAPTS SUCCESSFUL PERSONAL LEARNING EXPERIENCES TO NEW SITUATIONS. HE TAKES PRIDE IN HAVING HIS TALENTS AND IDEAS MADE USE OF.

Once the teachers weren't in. There was nobody in but me. But I knew what to do. I had watched the teacher very closely and I had learned to do the same things. At one of the in-service training meetings the director talked about not imposing yourself on a child — that means like if you make a kid stay in one place or do something you want him to do longer than he wants. For instance, now we're dealing with names — but after fifteen minutes or so you must go into something else. When the child gets restless, he's letting you know it's enough. I am translating what I learn at the center right into my home. I try not to impose on the children as much as I have up to now.

A PERSON NEEDS TO TEST THEORIES IN REAL SITUATIONS IN ORDER TO UNDERSTAND AND TO ACCEPT THEM.

You know, those kids in the classroom are getting into my system, I used to think I wanted to go into nursing, but now doing anything else but working with kids has gone right out of my head. The Head Start director tells me they're going to give some courses — child development and such — and I'm going to get to be a teacher assistant! I really want this to happen, because, you know, at least one of my kids wants to go to college.

WHEN AN ADULT HAS A STRONG REGARD FOR HIMSELF AND IS MOTIVATED BY SUCCESSFUL EXPERIENCES, HE IS ABLE TO DEFINE HIS GOAL AND GO AFTER IT.

"You sort of climb over each little mountain."

I'm 22 years old. I'm a family assistant. I want to get ahead.

I have six brothers and two sisters. I'm the youngest. I have a brother in a mental institution for the criminally insane. He's been there for fifteen years. When he got into trouble I was seven years old.

My father and mother were divorced just about when I was born, and my mother made it go with welfare. Catholic Charities helped whenever the welfare check was cut. It was just touch and go. She just simply made it go, made it do. So, all this builds; and you want to be better.

AN ADULT'S REACTIONS TO SITUATIONS ARE BASED ON HIS PAST EXPERIENCES AND ARE OFTEN INFLUENCED BY THE ROLE MODELS OF HIS PARENTS.

But, really, the turning point in my life came in February 1964, when I had to go to the hospital for my leg. It was at the same time that I found out I was pregnant. That very same night, the father of my child had gotten into some kind of a mess and he went to prison for five and a half years. I had to stay in the hospital for five months after an operation on my leg.

All these things just mount up in you, and then you sort of climb over each little mountain — one right after another. I mean, you just sort of have to keep on.

I received a lot of counseling. You know, when there's a problem like this then all these little agencies sort of step in somehow.

All the social workers and counselors and everyone were trying to have me get rid of my daughter because they figured that I wouldn't be fit. If someone says to a mother that you're not fit, that makes you want to explode. I was told, "Give her up for adoption to a family that would be able to offer her a mother and father." But I said, "No, she is mine. And somehow, I want to keep her."

A PERSON WHO FEELS POSITIVELY ABOUT HIMSELF WILL REJECT SUGGESTIONS BASED ON STEREOTYPES.

My mother never discouraged me in any of my attempts. She always let me make my own decisions and helped me go through with them. When she was told that it was better for me to give up my child for adoption we spoke about it. She said, "It's up to you. It's your life. If you keep her, I'll be willing to help you. As long as you take the responsibility, that's it."

TRUST BY A SIGNIFICANT PERSON WILL HELP SUPPORT AN ADULT TO WITHSTAND STRONG OUTSIDE PRESSURES.

Being that I had the child I wanted to offer something to her. I decided that one day I would take a crack at going to college, because I was determined to change the pattern of my life.

AN ADULT MAY BE WILLING TO CHANGE THE DIRECTION OF HIS LIFE IF THE WELFARE OF ANOTHER PERSON DEPENDS ON IT.

Anyway, when the baby was two years old I went to a community center to look for a job. I didn't have much skill other than a little typing I did at school. The Head Start center they sent me to needed a teacher's aide and a receptionist. Since working with children would be difficult because of my leg, I became the receptionist.

I needed experience. I was able to do typing and I picked up odds and ends of knowledge. The good thing that happened there was that I got the feel of working and being told what to do and fitting into an agency. I was taught how to accept supervision. I learned the ins and outs, the structure.

CLEAR UNDERSTANDING OF THE ROLE A PERSON PLAYS AT WORK AND HOW HE DOES IT IS BASIC TO HIS SUCCESSFUL CAREER DEVELOPMENT.

Also, while I was there I took some courses at a community college. But that wasn't too good, because going to school at night and having a young child at home and running back and forth just doesn't work. Eventually I did stop that.

PERSONAL RESPONSIBILITIES OF THE WORKING ADULT OFTEN COMPETE WITH HIS EFFORTS TO CONTINUE HIS EDUCATION.

Then, really by accident, I got the job in the place where I am presently working. I had my daughter enrolled in a different Head Start program, and after she was there several months they needed a family worker. I got the job.

Then the family assistant, next on the ladder, was about to retire. So they needed a new family assistant. But there were two family workers — myself and another person — who were eligible for the position. The personnel practices committee, which is made up of parents, had to decide who was going to be promoted to family assistant. This required more responsibility and offered more pay. Due to the fact that I was willing to continue my schooling and the other worker wasn't, they chose me. It was then that I went to the five-week training program at a university here. That helped a lot.

A MOTIVATED PERSON USUALLY SEEKS OPPORTUNITIES FOR ADVANCEMENT.

I would really like to see myself as a social worker, but I am sort of at a dead end at this point. With family assistant you've had it. I can become a better family assistant; that's for sure. But that's it for a long time.

You see, I've taken the test for the university's Associate of Arts program. Even if I'm accepted, it takes two years; and then you still have to work at the Head Start center another year. And there I'm still family assistant. Let's put it this way: family assistant to social worker — it's a big jump. That's one of my hangups. I wish there was an in-between position at my agency — but there isn't. It is pretty frustrating when you want to get ahead.

AN ADULT HAS TO SEE HIS LONG RANGE GOAL AS REACHABLE, BUT NEEDS TO HAVE A SENSE OF ACCOMPLISHMENT AT EACH INTERMEDIATE LEVEL TO MAINTAIN MOTIVATION OVER THE LONG HAUL.

"It is an opportunity to get educated all over again."

I am the grandmother of five cute little grandchildren. I am a full-blooded Sioux Indian. I was born and raised and attended school on a reservation in the Dakotas. The community I live in is small — mostly Indian people — with a post office, one store, and a community building. At one time we had a bank and also the railroad going through town. It is not there any more. No depot, no bank. Most of our parents are no longer with us.

I lived in a two-room log house in my childhood days up to high school. My father had cattle and also farm land. I did not live in luxury — far from it. We managed to have three meals a day and meat once in a while. We hauled the water in a team (horses and wagon) — two barrels from a spring four miles away — twice or three times a week. We burned wood in the kitchen stove and box stove. We were raised poorly. We didn't have electricity, gas heat, and transportation like we do now. I did not enjoy these until about six years ago. I have been married for the past 29 or 30 years. My husband and I have had our ups and downs, and I went along with him wherever there was a job all over the state. My only son and his family live with us. My daughter is married to a non-Indian. He is a gas station attendant, and she is a nurse's aide. She went ahead; and they settled down, rented a house for $60 a month plus facilities. They have a bank account, and she lives by a budget. All this I have not been able to do.

I was a housekeeper mostly all my life till about three years ago. I applied for the job opening as a Head Start cook. Luckily, I was selected and I am very proud of myself working this long. It's hard to start a job when you never had a job before.

AN ADULT FINDS IT DIFFICULT TO CHANGE HIS LIFE STYLE AND TO TAKE ON A NEW ROLE.

It's good to come to work eight o'clock in the morning till five o'clock in the afternoon. I have learned job responsibility. I have a job and I have to abide. It's just a change in you; you know how it is to get up and go to work, stay there, come back, day after day. You get used to it. I don't know how it is to be late. I was telling the teacher that I feel guilty even though we're assigned to leave the center to go to a class or a meeting, or if we are sick enough to leave the center. I still feel guilty because I think I should be there.

There is lots of community pressure because we work. They feel we don't need a job. In the Indian culture, jealousy is very strong. That is what it boils down to. If one person is trying to upgrade herself, people tear her to pieces until they come face to face with that person. Then it's a different story. They still go to her for help in dire or emergency need.

CULTURAL VALUES MAY CREATE CONFLICT REGARDING JOB AND CAREER DEVELOPMENT.

You get used to so much that is said that we just overlook it. They come back, the ones that do all the complaining. I can stand on my own two feet. I get my support from the Head Start children.

A BELIEF IN HEAD START GOALS FOR CHILDREN IS A STRONG MOTIVATING FACTOR AND HELPS TO REDUCE PRESSURES EXERTED FROM OUTSIDE.

Most of us have been out of school for 30 years and we have to learn all over again, especially the English lingo. We have to read stories and study the pictures. We have to express our feelings and our opinions. We have to do a lot of writing ourselves — in our own way of putting things. Last year it was mostly use of English, proper use of nouns, pronouns, adjectives, punctuation, that we learned. Most of us had too many commas

in one sentence, and I had a tendency to leave out verbs and the connecting words. From this I learned to use a dictionary. It was very hard. Our Head Start teacher helped us with it. It's a lot of fun. Like writing stories. They tell us to write something, we bring it back and rewrite it, and the teacher corrects our mistakes. This year in my English class I had "very good" on my writings, and he even used mine as an example.

I really liked a class we had in child welfare. It's such a great problem on the reservation. We covered all areas and reached everybody, and I still use it in other classes, even with my own family for disciplining their children. I learned to understand our children, and we know our children.

AN ADULT LEARNS THE THINGS THAT ARE IMPORTANT TO HIM AND THAT ARE DIRECTLY RELATED TO HIS WORK AND LIFE SITUATIONS.

Last year I was asked to be a career development committee coordinator. It was new, and I didn't know much. But the directors helped straighten things out. It was my first experience meeting with people, trying to decide some things. The office work was new, too; and I didn't know anything about filing, but I learned. I talked to people, tried to make them interested. You just have to say it constantly — telling them the good they will get out of career development.

I don't know what I'm going to do about supplementary training. I just want to get what I can, learn what I can. Maybe some day I'll be interested in something. Why, when I saw that setup for the B.A. degree and all the things we are going to have to take for credit I knew that it was going to take a long, long time. We'll probably be out of Head Start before we ever finish. I shy away from going to the university. It's 400 miles from here. We think we can't compete. I imagine, if there was a clan of us going there, it would work. When you know that you are not

alone you would feel like staying. We've always asked that the university come to us, and it just seems it's impossible. If they would bring all the work down here, I think we would feel much better.

LONG TERM TRAINING BECOMES FRUSTRATING UNLESS THERE ARE INTERMEDIATE GOALS THAT ARE ACHIEVABLE.

As a coordinator for our committee, I really enjoy it. You feel big when the employees look up to you. You have to answer questions and talk to people and give them encouragement. I have attended career development training sessions in North and South Dakota and at Denver. This was an experience for me because I never was out of the state and to meet people. I learned to operate elevators in the swanky hotels on my trips. I learned to use the phone and find my way around. It is an opportunity to get educated all over again.

AN ADULT TAKES PRIDE WHEN HIS ABILITIES ARE RECOGNIZED AND ACKNOWLEDGED. HE THEN TENDS TO BECOME MORE SELF-ACTUALIZED.

"I've come a long way from that lady in the fifth floor window."

I'm a clerk typist. Officially I'm called a clerical worker with switchboard duties. I'm 35 years old and I've got four children. They're thirteen, eight, seven and six years old.

When I got pregnant again, one and a half months after giving birth to my second child, I went into a slump that stayed with me right through the fourth baby's birth. I just didn't care about myself. Everything was too hard to manage and harder to do. I just stayed in my top floor apartment and watched the world go by from a window. As I look back at that period, I suppose I was just simply letting myself go to hell.

AN ADULT MAY WITHDRAW FROM SITUATIONS WHICH HE FEELS HE CANNOT HANDLE.

When the littlest one was about a year old, people from the Head Start center were going around the neighborhood looking for children to attend. When the social worker knocked on my door and asked if I was interested, I said, "No." My husband said, "No." But after she made two or three visits and I made some unkept promises to take a look, I pulled myself together one day and went to the center.

A PERSON RESPONDS POSITIVELY TO SOMEONE ELSE'S INTEREST IN HIM AND HIS FAMILY.

That was the beginning. I moved from the lady sitting in the window, to sitting in the corner of the parents lounge — listening, to talking, to helping with association activities, to parent association leadership, to becoming a member of the policy advisory committee, to being a teacher's aide on a part-

time basis, to being a clerical worker, and to being alternate career development coordinator. Really, from being an "old bag" of 30, to being a "trim bag" at 35. My going out of the house to bring the children to the center was the beginning of a whole new life.

AN ADULT FEELS A SENSE OF MOVEMENT WHEN HE IS INVOLVED IN NEW AREAS WHICH HAVE PERSONAL MEANING FOR HIM. HIS SELF-REGARD BECOMES STRONGER AND MORE POSITIVE WHEN HE REALIZES HE CAN MAKE IMPORTANT CONTRIBUTIONS TO OTHERS AND HIMSELF.

It wasn't as easy as it sounds. The people at the center expected things from me — like I could do it — and I found I really could. At first I'd shake like a leaf when I said anything — but after a while I could talk to a group without batting an eyelash. I really surprised myself. Sure, there were plenty of times I was ready to go back into my shell, but I suppose once I had a taste of being involved at the center there was no turning back. It was the encouragement and the support of the whole team — the social worker and the counselor and the teacher and the Head Start director that kept me going.

ALTHOUGH AN ADULT FEARS RISKING FAILURE, POSITIVE EXPECTATIONS FROM OTHERS WILL SUPPORT HIM TOWARDS GREATER SELF-ACTUALIZATION.

I remember lots of things along the way — like when I volunteered to go into a classroom to help and the teacher treated me like a maid instead of an aide . . . like when parents were friends to my face and nasty behind my back . . . but I remember other times when I was working with the after-school teacher and she always asked me for suggestions and we'd work things out together. That really made me feel good. And the secretary who taught me how to work the switchboard. She explained it and stayed for a while and then let me work at it on my own. Her confidence in me gave me confidence in myself.

AN ADULT SHOULD BE TREATED AS A MATURE PERSON. HE SHOULD BE MADE AWARE BY OTHERS THAT HE MAKES SIGNIFICANT CONTRIBUTIONS TO A GROUP. HE NEEDS TO HAVE A SENSE OF ACHIEVEMENT.

It was in the talkouts and group discussions and counseling sessions that I began to understand about people — that through talking and listening and discussing you can come to understand them and yourself too.

I think I really came of age when I felt good enough about myself. To know that I didn't need to prove myself all the time or be right all the time; when I could take criticism and give it without getting angry. I suppose that was when I found myself. I've come a long way from that lady in the fifth floor window.

A PERSON'S ATTITUDES TOWARDS HIMSELF AND OTHERS BECOME MORE POSITIVE THROUGH THE PROCESS OF SELF-UNDERSTANDING.

DEVELOPMENTAL TASKS

AND

HOW ADULTS LEARN

No doubt you, the reader, know staff members in your own center whose aspirations and concerns are similar to those expressed by the Head Start personnel in the case examples. Each person lives his own unique life style in a city, in a town, on a farm, or on a reservation, and each comes from a different combination of race, creed, and culture. Although each person's individuality differentiates his own unique life style, everyone is still governed by the same life pattern: we are born, we grow, we die.

In the period between birth and death every human being passes through various developmental stages. During each of these stages, there are developmental tasks he has to accomplish in order to satisfy his own needs and to meet future challenges. A person's culture and his life style may affect the process of how he accomplishes these tasks; but, generally, everyone moves through similar developmental stages.

An important background for working with people at any stage in their lives is to know, in developmental terms, where a person has been and where he is going in order to understand him, ourselves, and others. A number of theories have been formulated about the development of the person. In one of her books, Dr. Leona E. Tyler, of the University of Oregon, summarized some of these theories into the following outline of the developmental stages and tasks:

"1. Infancy. The main developmental task is to progress from complete dependence to relative autonomy. The stage lasts for about the first two years.

"2. Early Childhood. The main developmental task is to attain initiative–to learn to take responsibility for one's own actions. The stage comprises what are usually called the preschool years from two to five.

"3. Middle Childhood. The main developmental task is to achieve competence in the many kinds of physical, mental, and social skills considered essential in a culture. The stage comprises the elementary school years.

"4. Adolescence. (The main developmental task is) the attainment of an individual identity as a mature human being. The stage lasts from the age of twelve to approximately twenty.

"5. Adulthood. The main tasks of those of establishment in work, family, and community, and the attainment of the kinds of emotional relationships Erikson calls intimacy and generativity, a close personal concern for others, especially those in the oncoming generation. The period extends approximately from twenty to 40.

"6. Middle Age. The developmental tasks can be described as maintenance of the way of life one has established and the consolidation of one's values into a durable personal philosophy. The period can be considered to last from about 40 to 60.

"7. Old Age. The developmental task is primarily the adaptation to decline and change of status. In many ways the challenges are more acute than they have been since adolescence, since they often call for the reorganization of life activities around some new focus. The years from 60 on are usually considered to make up this period."[1] (Numbered note references begin on page .)

Because the specific ages listed in each of the developmental stages will vary according to cultural and environmental influences, the stages themselves will often overlap. For example, the late adolescent or pre-adult and the adult stages of life cover those periods when the person is attaining his own identity, making choices of jobs and/or careers, creating a family, becoming involved in the world around him, and developing his own personal view of life. Some people accomplish these tasks earlier in life, others later.

As was reflected in several of the case examples, the adult's involvement in Head Start career development resulted in establishing a sense of self, in providing a role in work and in community, and in revealing interest in the oncoming generation.

For many career aspirants career development in Head Start can become one of the vehicles they utilize towards fulfilling the tasks of adult development.

The steps from applicant to aspirant and movement on the career ladder are filled with periods of uncertainty and decision, of frustration and satisfaction, of standing still and progression. These reality situations require that the career development coordinator and other Head Start personnel responsible for providing supportive services to the career aspirant perform the very important role of counselor. The counseling role involves a consultation function of providing information regarding jobs, training, and formal education and a supportive function of acting as enabler. The understanding and support given to the new careerist during periods of crisis and accomplishment can make a difference in the aspirant's choice, whether he drops out or continues towards realization of his career goals.

In the case examples some of the career aspirants approached their Head Start center with misgivings. They had little or no confidence in themselves. Others saw the center as another bureaucracy and another possible source of rejection. Some, who had even withdrawn from society to a degree, were to utilize it as an avenue of return. And there were those who came to satisfy their curiosity or because they needed to earn money.

For one reason or another they became participants and workers in a center, and here they were given support. It might have been a teacher, a social worker, a guidance counselor, the Head Start director, the career development coordinator, or some other staff member who provided understanding, acceptance, and trust. Or, the support came from the effort of all these people working as a team. Individually, or as a group, these staff members were important people to the new careerist who perceived one of them, some of them, or all of them as the "significant" person or persons whom he could trust.

At each developmental stage the question of trust confronts the individual. Every movement a person makes is influenced by his sense of trust. His decision to trust other people depends on the consistency of their interest in him and support of his aspirations. When his colleagues, his supervisors, his community lack confidence in him, when concern for him as a person and worker is inadequate, when he feels rejected, he becomes fearful and suspicious. Then, his sense of mistrust is activated.[2]

Even if he does not trust other people, nevertheless, he may actually accept their negative feelings about him. He feels inadequate and unsuccessful. He begins to doubt himself. His capacity for achievement and for accomplishment of the developmental tasks can be threatened by his lack of belief in his own competence.

Trust is not a one-way thing; it requires of the individual and others mutual understanding. This provides for continuing interest, support, and strong, positive relationships. The adult who trusts others is sharing with them his thinking and his feelings. The quality and honesty of the response of the significant person or persons influences and determines whether trust, a basic element for a person's development, is activated and maintained.

When trust is maintained the person or persons providing the counseling service will find the career aspirant receptive to support of his efforts to achieve the goals he is striving for. The career aspirant may not be fully familiar with the system in which he works, with the opportunities for advancement, and the informal training and formal educational options he may elect. In such a situation the counselor's responsibility is to recognize and understand the forces within the adult influencing his aspirations and to assist him in becoming aware of his work-career environment so that he can make choices consistent with his desires and goals.

The adult's understanding of systems and utilization of his know-how will affect his accomplishments. The adult must have the opportunity to test out his knowledge and strengths, to proceed at a pace he finds manageable and comfortable, and to achieve with satisfaction and pride. He then finds himself in control of his aspirations, his environment, and himself.

The person who recognizes he is not dependent and understands the extent of his competencies is able to use his social and academic skills more consciously. He is more articulate and expresses his opinions and feelings in relation to his job, his training, and his personal view of life. He accepts new responsibilities and assignments more readily and attempts to carry them out with greater self-assurance. He is more willing to evaluate himself and develops more positive feelings about himself and others.

Understanding himself, other people, his skills and knowledge, his goals and achievements, and his role at work, in his family, and in his community reaffirms for the adult his own sense of self. The adult is a very complex human being. He is any, many, or all of these people: a worker, a mate, a parent, a son, a citizen, a friend, an organization member, a religious affiliate, a user of leisure time, and more.[3]

In addition to these, the career aspirant is formalizing a role he has played throughout his lifetime—that of the learner. He has experienced in his time informal learning situations and has been taught in school. Now, he is an adult learner—in pre-service training, on the job, in in-service training, and in academic programs at colleges or other institutions.

The formalized role of learner requires an adjustment that many adults find difficult to make. Studies in adult development and adult learning have confirmed that adults have the capacity for change. This concept "provides the rationale and the fundamental dynamic for the education of adults."[4] Nevertheless, adults may resist learning because of tendencies

"1) to become increasingly inflexible,

"2) to cling to familiar modes of behavior which appear to them to be effective,

"3) to fear risking failure,

"4) to respond to the expectations of their culture or subculture, as perceived by them,

"5) to be less curious and enthusiastic than children and youth,

"6) to develop a shield of self-protection,

"7) to reject new principles and practices which are not concretely and obviously related to their own pragmatic goals,

"8) and most importantly, to require respect for their uniqueness as persons and for their ability to enter into the planning and enactment of their own learning and development." [5]

These tendencies interfere with and run counter to an easy adjustment to training and educational situations. It arises out of a lack of trust in the system one works in, out of uncertainty about the future, and out of a need to cling to what one has—to hold on to whatever security one has achieved and to assure continuing survival for oneself.

Survival is the major task of every living creature. For the adult, the first priority is generally that of providing food, clothing,

and shelter for himself and his dependents. In order to fulfill these daily needs he has to learn how to operate in a system which provides them with varying degrees of efficiency.

The adult has had opportunities since birth to test methods which satisfy his needs. Through trial and error he has discovered by failures, near-misses, and successful experiences which methods are most effective for his own purpose. Once he has learned a productive technique, he will not generally seek alternative ways of fulfilling these needs.

The adult operates in a framework of responses and problem-solving techniques he has already experienced and mastered. He has learned how to provide for himself and manage the system. As a result, he is less willing to try new methods; he relies on what is familiar to him through repeated and successful use. As the adult becomes locked into a system of responses which he is reluctant to discard, he resists change. Although he may desire to find more effective ways of providing security for himself, he feels he cannot risk losing what he has.

The sense of security he may have achieved from his job with Head Start is easily threatened by any action he takes which has the potential of failure. Possible failure in communications with other adults and children, possible failure in training programs and formal course work, possible failure in participating in the community—all these speculations tend to impress upon the adult the possible disintegration of his security. Failure implies to the individual that he is deficient in his competencies and may not survive. The fear of losing what he has gained and of returning to a less secure status causes many adults to be suspicious of change and to become immobile.

The sense of security which arises from having found successful means for survival is a major feature of the adult personality. This same sense of security figures strongly in the response the adult has to any new situation.

The degree to which an adult will adapt to a new situation depends largely on the role he plays in society and on the overall expectations of that society. An individual is generally motivated by the positive and negative expectations of the majority culture as well as the subcultures. He may act out the role assigned to him by societal pressure and prejudice, although it does not correspond with his own image of himself. Frustration and anger result when the individual perceives the majority culture's expectations for members of the subculture as stereotyped and negative.

An adult needs to be treated with respect. He generally responds positively to situations when he knows other people have high expectations of him and believe in his ability and potential to do a job. He desires that his ideas be listened to and become part of the program effort or plan. He is willing to involve himself fully in a situation in which he feels he has something personal to contribute.

When the adult is involved as planner in a program being designed to fulfill his needs, he is able to channel his energies into positive personal action. In various training situations—on the job, in-service, and formal education programs—he learns what he chooses to learn. He resists learning which is imposed upon him; he needs to be a participant in the teaching-learning process. His interests and experiences and the relevance of the subject content to them and his goals are the gauges with which he measures the value of the learning situation. Learning takes place when learner and "teacher" relate positively to and supportively of one another.

> "To enable learning through teaching, consultation, or leadership, one must find a genuine situation in which one is involved with the learner and through which one values the learner's interests and concerns. Understanding how the learner views the world, his values, his wishes, and his potential avenues for change leads to respect and trust on both sides, and mutual plans for change can be arrived at. The interacting process of teaching-learning then begins." [6]

Learning new methods will occur only when the adult wants to learn. This often happens when he feels a need to evaluate parts of his former system know-how in order to become more effective in his work. He will reject these previously learned techniques if he has the opportunity to observe other persons effectively utilizing systems new to him. He also needs the time to test his own ability to perform these new approaches in a non-threatening atmosphere. Repeated and successful practice then supports his choice of abandoning some of his former methods. Through the learning techniques of listening, observing, questioning, testing out actions, and evaluating, the adult gains control of the subject content and achieves a sense of accomplishment and success. He begins to recognize the attitudinal changes within himself towards his work, towards children, parents, colleagues, and supervisors, and towards continued learning and development.

Central to the entire training and career development effort is the counseling function which must be based on an understanding of adult development and adult learning. This places heavy emphasis on the person as an individual. Counseling must respect and provide for individual differences in learning style, as well as differences in experiences and background. The needs of a 34-year-old married black man, or a 22-year-old single white girl, or a 30-year-old mother of four, who hold the same relative position on a given career ladder, will vary enormously. The Head Start staff member serving as counselor needs to identify the differences and, then, to individualize his counseling approach to each person's needs. The counselor must master the task of differentiating the individual's motivation for working and learning, the individual's current strengths, the individual's modes or styles of dealing with a problem, the individual's anxieties, and the individual's pleasure in accomplishment. The counselor's responsibility is to support the career aspirant towards furthering his positive feelings about himself and others and towards strengthening his social and academic skills.[7]

The counselor is an enabler of learning. Knowledgeable about adult development and adult learning, he understands the process of change and how the individual experiences, integrates, and interprets the changes. He assists the adult learner to evaluate his experiences and to become aware of the new skills he has acquired. He supports the adult towards developing a sense of competence and mastery, personal autonomy, and stability.

Tuesday, Feb 11 – Art Workshop – Lois Lord
Thursday is regular

NOTES

1. Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1961), pp. 288-289.

2. David Elkind, "Erik Erikson's Eight Ages of Man," The New York Times Magazine, April 5, 1970, p. 84.

3. Malcolm S. Knowles, "Program Planning for Adults as Learners," Adult Leadership, Vol. 15, No. 8 (February, 1967), p. 268.

4. Garda W. Bowman and Gordon J. Klopf, Training for New Careers and Roles in the American School (New York: Bank Street College of Education, 1969), pp. 6-7.

5. Ibid

6. Elizabeth C. Gilkeson, Hyman Wolotsky, et al., Proposal for Component Project 7-15 (1967-1968) (New York: Bank Street College of Education, 1967), p. 23. (mimeo)

7. Ibid, p. 8.

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FOR BANK STREET COLLEGE OF EDUCATION

John H. Niemeyer, President

Gordon J. Klopf, Provost and Dean of the Faculties

John A. Granito, Vice President for Planning and Development

Victor Siegel, Vice President for Business Affairs

Irma S. Black, Acting Chairman, Publications

Gordon H. Mack, Chairman, Field Services and Leadership Training

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